

Speech Exercises for Listening to the Development of Speaking Skills in Students

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ABSTRACT

This article provides information about speech listening exercises to develop students' speaking skills, as well as exercises that need to be performed during the lesson.

KEYWORDS: *speaking skills, learning process, exercises, assignments, listening, writing.*

Based on personal work experience, we see that the main difficulty in mastering a foreign language is the development of skills and abilities in listening and speaking. The ability to listen is the key to success in learning the Russian language. The listening training system includes three main levels:

- elementary - is dedicated to the formation of the perceptual base of listening [in the process of mastering the language, both native and foreign, speech understanding begins with auditory perception of the received sound message];
- advanced - dedicated to the development of listening as a type of speech activity;
- final - is dedicated to mastering oral communication, during which the student acts as a listener. It is quite possible that a student may “not hear” a sound completely alien to him at all, and this will also be the result of interference, that is, the connection of a perceptual filter of the native language. Thus, the systemic nature of learning requires consistency in mastering a particular type of speech activity.

When conducting preparatory exercises, my goal is to preliminarily (before listening to the text) remove difficulties of a linguistic or psychological nature. Considering the factors influencing the perception of speech messages, it is necessary to distinguish two groups in the preparatory exercises:

- 1) exercises aimed at removing difficulties of a linguistic nature;
- 2) exercises aimed at overcoming psychological difficulties.

Speech exercises contribute to the development of skills to perceive speech messages in conditions approaching natural speech communication. Speech exercises teach:

- a) determine the most informative parts of the message;
- b) address gaps in understanding through text-level prediction;
- c) correlate the text with the situation of communication;
- d) divide the audio text into semantic pieces and determine the main idea in each of them;
- e) record the main part of the information in writing.

Exercises for teaching probabilistic forecasting.

1. In this exercise, I invite students to listen to a series of adjectives (verbs), name the nouns that are most often used with them.
2. Students translate by ear words formed from elements known to them.

3. Children listen to a number of speech stamps, name (in their native or foreign language) situations in which they can be used.
4. Pupils are invited to listen to the text from the disk, then fill in the gaps in the graphic version of the same text, and so on.

Exercises for the development of short-term and verbal-logical memory.

1. I suggest that students listen to a series of isolated words, remember and reproduce from them those that relate to the same topic.
2. Pupils listen to two or three short phrases, then combine them into one sentence.
3. It is suggested that the students listen to the phrase, then add to it one more, related in meaning, and another.

In my work, I actively use the following speech exercises:

1. Students are invited to listen to a dialogue, compose a similar one on the same topic.
2. Students are invited to listen to the beginning of the dialogue, expand and complete the last remark of one of the partners.
3. Pupils need to listen to the sound recording (film fragment), and then retell the conversation of the characters.
4. Students listen to the dialogue, retell it in the form of a monologue (it is also proposed to comment on it, to characterize one of the actors).

Conclusion:

Recently, British textbooks rich in material on listening have become widespread. Their significant advantage is more lively speech with good pronunciation and a variety of tasks that activate the attention of students.

It is often suggested to insert missing words (sometimes they are given in the form of keywords, sometimes missing) or to find inconsistencies between the written and the sounding text. Auditing tests are carried out in a slightly different form. I don't usually offer words on the board to help. I compose tests myself for the texts, consisting of questions and four possible answers. So, in conclusion, I would like to note the following.

Listening as one of the aspects of oral speech is considered as:

- 1) type of speech activity;
- 2) a means of forming communication skills;
- 3) a means of obtaining information;
- 4) a means of expanding communicative competence;
- 5) a means of forming positive motivation for a foreign language.

The result of learning to listen is:

- 1) familiarization with the culture of the country of the language being studied and enrichment of one's own culture;
- 2) the ability to solve the proposed communicative tasks in the socio-cultural, everyday, professional spheres of communication.

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